

Student-Perceived Benefit On The Use Of Technology Applied By Teachers In The Learning Process Of Moral Aqidah

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Abstract

This study aims to describe the use of technology in the learning process in the eyes of students in the classroom and find out the level of use of technology in the learning process. This type of research is quantitative with a survey approach. The respondents to this research were students of MTs Negeri Sinjai, Sinjai Regency, South Sulawesi. The data analysis of this study is descriptive statistics. The results of this study outline that school facilities are considered very adequate and there are good teacher skills in using and applying educational technology in the learning process, especially in the field of moral aqidah studies. Quantitative descriptive results reveal that students' perceptions in the use of technology applied by teachers are adequate (capable).

Keywords. *Students, Moral Aqidah, Educational Technology*

Abstrak

Penelitian ini bertujuan untuk menguraikan penggunaan teknologi dalam proses pembelajaran dalam pandang siswa di kelas dan mengetahui level penggunaan teknologi dalam proses pembelajaran akidah akhlak. Jenis penelitian ini adalah kuantitatif dengan pendekatan survei. Responden penelitian ini adalah siswa MTs Negeri Sinjai Kabupaten Sinjai Sulawesi Selatan. Analisis data penelitian ini adalah statistik deskriptif. Hasil penelitian ini menguraikan bahwa fasilitas sekolah dinilai sangat memadai serta adanya keterampilan guru yang baik didalam menggunakan dan menerapkan teknologi pendidikan dalam proses pembelajaran khususnya bidang studi akidah akhlak. Hasil deskriptif kuantitatif mengungkapkan bahwa persepsi siswa dalam penggunaan teknologi yang diterapkan oleh guru adalah memadai (capable).

Kata kunci. Siswa, Akidah Akhlak, Teknologi Pendidikan

INTRODUCTION

Teachers as educators do not only have the function as a source of knowledge but have another very important role, namely in shaping the character of students (Darajat, 2000). In order to build the character of students, the teacher must act as a figure or role model in behavior, motivators and mentors. Therefore, teachers are required to have more ability to nurture students based on desired goals (Affandi, 2006). As well as exemplary examples that originated from the teacher himself, in accordance with the example set by the Messenger of Allah saw. As the first teacher for Muslims. This is in line with the word of Allah Swt, in QS.Al-Ahzab(33): 21

“There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and the Last Day and (who) remembers Allah often“

Thus the teacher as a role model can provide Islamic good examples, so as to shape Muslim personalities in accordance with Islamic laws or teachings contained in the Al-Qur'an and Hadith which are life guidelines for Muslims until the end of time.

In the application of learning in schools, the lecture method used by teachers is sometimes boring for students, therefore it is necessary to take efficient steps to increase enthusiasm for

learning, so that students do not get bored in understanding the knowledge conveyed by the teacher. Because teacher quality is not only measured by the depth and breadth of knowledge, but also by their ability to enlighten students so that it becomes easier to master and understand the knowledge they learn at school.

Teaching successfully seeks to make the content of the subject meaningful to the child's life and deeper than that shapes his personality. This is achieved when teaching prioritizes understanding, insight, initiative and cooperation in developing creativity as educators. This result will not be achieved if teaching is only an exercise to memorize things that, for example, are considered necessary only for exams (Mursell & Nasution, 1996). Many teachers give lessons for exams that will soon be forgotten by the children. But that's not the desired learning outcome. What is expected is that children understand the lesson in depth so that they will remember it for a long time and can use it and be useful in their lives. That is the expected result of teachers on the learning process (Mursell & Nasution, 1996).

Entering the current Information and Communication Technology century, the need for the importance of improving the quality of learning is very significant. Through the use of educational technology we can improve the quality of learning, namely by opening wide access to knowledge and providing quality education. Especially in the use of educational technology and information technology systems in education to provide broad, fast, effective and efficient coverage of the dissemination of information to various parts of the world. Information technology develops in line with the development of communication theory and technology that supports the practice of learning activities. Multimedia-based learning, such as: computer-based learning (PBK), web-based learning (e-learning), is a form of using ICT that needs to be implemented in education today. Learning activities are the most basic activities in the entire educational process. This means that the achievement of educational goals depends a lot on how the learning process is designed and carried out in a professional manner, as it is today, with the use of educational, information

and communication technology, especially computers and the internet, which are very helpful in learning activities.

One of the educational problems that has become a priority to find a solution to immediately is the problem of the quality of education, especially the quality of learning. From the various existing conditions and potentials, the effort that can be made regarding improving the quality of education is to develop learning technology that is oriented towards students' interests and facilitates the need for cognitive, effective and psychomotor development. Along with the development of educational technology and its supporting infrastructure, efforts to improve the quality of education above can be carried out, among others, through the use of this educational technology in learning activities. Educational technology is a system that can facilitate educators and students to learn more widely, more and also varied. Through the facilities provided by the system, students can learn independently, anytime and anywhere without being limited by space and time. The materials they can learn are also more varied, not only in the form of word presentations, but can be richer in text, visual, audio and animation variations.

Teachers can't only rely on their intellectual abilities, but they must also have the skills to master the surrounding circumstances. As stated by Eugenia Sapocolos and Marjorie that "Teaching is highly professional role base not only or science but also on art". Which means teaching doesn't only hold on to knowledge but also skills. By applying educational technology. For this reason, it is appropriate for educators to be able to create humane learning conditions, namely pleasant learning conditions by optimizing the role of educational technology, especially at MTs Negeri Sinjai in the field of ethics and morals studies.

MTs Negeri Sinjai is one of the formal educational institutions at the Junior High School level located in the Lamatti Rilau Village. North Sinjai District, Sinjai Regency. and is under the auspices of the Ministry of National Education.

Measuring student learning success is strongly influenced by teaching staff and the learning process implemented. For this reason,

the writer is interested in researching the Ability Level of Aqidah Akhlak Teachers in Using Educational Technology at MTs Negeri Sinjai, Sinjai Regency.

METHOD

This type of research was quantitative. Based on the type of data, this research included quantitative research. According to Sugiyono (2006), quantitative research can be interpreted as a research method based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, data analysis was quantitative/statistical in nature, with the aim of testing established hypotheses. The approach used in this study was a survey research approach. In this research, it was described and interpreted about the ability of the Aqidah Akhlak teacher in the use of educational technology, as well as the factors that support and hinder its use. In general, the data regarding the level of ability of the Aqedah Akhlak teacher in the use of educational technology at MTs Negeri Sinjai, Sinjai Regency, was collected, compiled, explained, then discussed according to the actual reality in sequence.

The sample was part or representative of the population being studied (Sugiyono, 2006). So, what is meant by the sample here was taking a portion of the population that will be used as a representative. With this sample was intended to minimize the object under study. The sample of this research is 35 students.

Data collection is a systematic and standard procedure to obtain the required data. In an effort to collect the necessary data, it was necessary to have an appropriate data collection method in accordance with the problem being investigated and the desired research objectives. Therefore, to collect accurate data, this study used observation and questionnaire methods.

The observation method was a data collection technique by looking directly at existing phenomena. The observation method was carried out by researchers targeting stationary objects and processes. For stationary objects, observations are directed at the physical condition of the school, including: buildings, classrooms, environment, facilities and

infrastructure. While in the process, this observation is directed at educational activities in teaching the Aqidah Akhlak which are teacher-oriented in the use of educational technology which includes learning methods, learning media, educational tools.

A questionnaire was a list of questions compiled by the researcher and then the answers were filled in by the person to be measured (Surakhman, 1987).

Data analysis was the process of systematically searching for and compiling data obtained from observations by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, choosing which ones are important and what will be studied, and making conclusions. so that it is easily understood by oneself and others (Sugiyono, 2010).

In quantitative research, the data analysis technique used is clear, which is directed at answering the problem formulation or testing the hypotheses that have been formulated in the proposal. Because the data was quantitative, the data analysis technique used statistical methods that are already available. Therefore the author uses the SPSS 16 application (Mustari, 2012)

RESULTS AND DISCUSSION

Description of Use of Educational Technology

The use of educational technology in this study is described in the supporting and inhibiting factors in the use of educational technology by aqidah morals teachers MT,s Negeri Sinjai Sinjai district in the learning process, while the supporting factors include the existence of adequate school facilities, with the existence of this school's facilities and infrastructure, strongly supports teachers in the field of aqidah moral study to apply or use educational technology in the learning process, such as the presence of lecttops, computers, LCDs, slides, books, pictures, tape recorders, and so on. As well as the skills of aqidah moral teachers to operate these educational technology tools which are generally used by teachers in the learning process. In addition, several factors inhibit the use of educational technology by aqidah moral teachers in the learning process.

First, the limited teaching time given to teachers in the learning process. Because when the teacher gives subject matter to students, they don't immediately use technological tools but instead open the lesson with the lecture method first. Second, there are several educational technology tools that are difficult to use or control by teachers of morals in the learning process such as tape recorders, filmstrips, spikers and others.

Students' Perceptions of Using Technology During Classroom Teaching.

Based on the results of the research that the authors obtained in the field, by distributing questionnaires to students to find out the responses from respondents/students regarding the level of ability of the teacher's aqidah morals in the use of educational technology. The following are the results of respondents' answers regarding the use of technology for teachers during class. These uses are in the form of laptops, LCDs, other teaching devices. The explanation of each indicator is as follows.

Table 1. Laptop/Computer

Answer	Quality	Freq	Percentage
Able	3	35	100.0
Medium	2	-	-
Incapable	1	-	-
Total		35	100

Table 2. LCD

Answer	Quality	Freq	Percentage
Able	3	35	100.0
Medium	2	-	-
Incapable	1	-	-
Total		35	100

Table 3. Online Book

Answer	Quality	Freq	Percentage
Able	3	35	100.0
Medium	2	-	-
Incapable	1	-	-
Total		35	100

Table 4. Online Device

Answer	Quality	Freq	Percentage
Able	3	21	60.0
Medium	2	12	34.3
Incapable	1	2	5.7
Total		35	100

Table 5. Tape Recorder

Answer	Quality	Freq	Percentage
Able	3	-	-
Medium	2	32	91.4
Incapable	1	3	8.6
Total		35	100

Table 6. Speaker

Answer	Quality	Freq	Percentage
Able	3	10	28.6
Medium	2	20	57.1
Incapable	1	5	14.3
Total		35	100

Table 8. Other Online Devices

Answer	Quality	Freq	Percentage
Able	3	10	28.6

Answer	Quality	Freq	Percentage
Medium	2	17	48.6
Incapable	1	8	22.9
Total		35	100

Table 7. Alquran Digital

Answer	Quality	Freq	Percentage
Able	3	28	80.0
Medium	2	7	20.0
Incapable	1	-	-
Total		35	100

Table 9. Statistics Descriptive of Results

	Mean	Std. Dev	N
Technology Use	18.37	.877	35

To categorize the average respondent's answer, class intervals are used as follows.

- Good = 16-24
- Enough = 9-15
- Not good = 1-8

Based on the score above, it can be explained that the ability level of the teacher's aqidah morals in the use of educational technology in MT,s. Negeri Sinjai, Sinjai district is 18.37 with a good score.

From the tabulated calculation results of the respondents' answers to the questionnaire distributed to MT students, s. Sinjai State, Sinjai Regency Based on the results of research at MT,s. Country of Sinjai by managing data obtained from various sources thus showing that the use of teacher technology at MT,s. Negeri Sinjai, Sinjai district is good.

CONCLUSION AND SUGGESTION

Based on the results of research obtained in the field, it showed that the level of ability of teachers of aqidah morals was good in using

educational technology at MTs. Sinjai Country, Sinjai Regency. This was related to the success of teachers in the field of Aqidah Akhlak studies in using educational technology tools to convey learning material or transfer their knowledge. Therefore the learning activities that are implemented using educational technology were more easily absorbed, accepted and get enthusiasm from students in the learning process. This was because there were supporting factors, including very adequate school facilities and good teacher skills in using and applying educational technology in the learning process, especially in the field of Aqedah Akhlak studies.

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